

CHAPTER I

INTRODUCTION

1.1 Background

Education is an essential human need, a necessity of society, foundation of a good life, and a process that lasts a lifetime. Nelson Mandela, a famous political leader and revolutionary, once said that “education is the most powerful weapon which you can use to change the world”. With that being said, it is clear that education is needed by all human beings and should be enjoyed by everyone. With the absence of education, or at least basic education, it is hard for citizens to engage actively in the globalization era and reach wide opportunities provided by it.

The first reference for the right to education was made by the General Assembly of the United Nations on December 10, 1948. The United Nations adopted and proclaimed the Universal Declaration of Human Rights and it was stated in the article 28 that describing and analysing education as human rights owned by all human beings and it gives instructions for exercising and preserving its values:

*"Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit."*¹

¹ “Universal Declaration of Human Rights.” United Nations. United Nations. Accessed September 4, 2019. <https://www.un.org/en/universal-declaration-human-rights/>.

This declaration by the United Nations said that education is fundamental, decisive and catalytic, for the course of humanity, as it promotes thinking and searching, develops solidarity and cooperation. These factors lead each society to progress, growth, prosperity and peace.² In addition, education is an important sector that needs to be applied by the state to its people because education greatly affects the development of a country especially on economic sector, without accompanied by quality education, the economic development of a country is not possible to run well. A balanced education system and quality education promote not only economic development, but productivity, and generates individual income.³ In order to support child growth and development, education is the major key answer and becomes the most beneficial investment. With proper education, the potential of conflict also decreases.⁴ Therefore, state must ensure that each individual of the society especially children received a decent and proper quality education in order to have sufficient capabilities to enhance development. For that reason, children education played a crucial role in shaping how the society would be.

Realizing the importance of the issue, United Nations established Convention on the Rights of the Child. It came into force and ratified by all of member countries in 1989 and it made children's rights education has become an integrated part of human rights education. Two articles deal specifically, and only,

² "The Right to Education." Erovet, August 13, 2019. <http://erovet.eu/2019/05/28/the-right-to-education/>.

³ Ozturk and Ilhan. "The Role of Education in Economic Development: A Theoretical Perspective." SSRN, May 28, 2008. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=1137541.

⁴ "Education The Case of Support," December 2015. <https://www.unicef.org/publicpartnerships/files/EducationTheCaseForSupport.pdf>

with education. Article 28 mentioned education as a *right* and giving several steps of recommendation for this right to be achieved “progressively and on the basis of equal opportunity”. Primary education ought to be obligatory and available free of charge to all. Secondary education must be available and accessible to every student, with financial assistance if needed. With these articles, United Nations hopes that state will pay attention to the importance and quality of education especially for children.⁵

Unfortunately, when it comes to achieving equitable access to quality education, the world’s poorest countries lag far behind. According to the 2017 Global Education Monitoring Report, sixty-one million children of primary school age do not have the opportunity to go to school. More than thirty-two millions of these children live in sub-Saharan Africa, and almost eleven million in South Asia. Fifty-three percent of the children who do not attend school are girls. The disadvantaged population groups also include indigenous peoples, religious, ethnic and linguistic minorities, people with disabilities and people living in conflict regions.⁶ There are several reasons, including the difficulty to get access to school and the cost of schooling. Even if the tuition is free of charge, usually, there are other expenses for lunch, uniforms, school stationary and examination fees. Opportunity costs may be even larger because when they are in school, children lost their opportunities to get income for the family through working in

⁵ “The 1945 Constitution of the Republic of Indonesia.” Accessed September 4, 2019. https://www.ilo.org/wcmsp5/groups/public/---ed_protect/---protrav/---ilo_aids/documents/legaldocument/wcms_174556.pdf.

⁶ Federal Ministry for Economic Cooperation and Development. “Education in Developing Countries.” Federal Ministry for Economic Cooperation and Development, April 23, 2018. <https://www.bmz.de/en/issues/Education/hintergrund/bildungssituation/index.html>.

other sectors. With all these facts, it is not unexpected that when education do not give good result, adequate learning, or even basic literacy and numeracy, lots of parents do not take education as their priority.⁷

Looking at the fact faced by developing countries around the world, in September 2015, the Sustainable Development Goals (SDGs) was issued by the United Nations, which then implemented on January 1, 2016. SDGs that also known as the Global Goals, were ratified by all United Nations Member States in 2015 as a global call to action to end poverty, protect the planet and in 2030 it is expected that all people could enjoy peace and prosperity.⁸ Each member country of the United Nations is expected to participate in implementing and playing an active role in achieving all 17 targets on this agenda that should be applied not only for developed country, but also developing countries. Desire for education primarily stated in SDG number four which has an ambition to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030.⁹

The existence of a real relation between each target is important to implement and reach this agenda and education has a significant role with a number of other targets such as growth and development.¹⁰ According to United Nations, education able to accelerate and facilitate the achievement of all targets raised by

⁷ Kristi Yuthas, Marc J. Epstein, and Kristi Yuthas, “Redefining Education in the Developing World (SSIR).” Stanford Social Innovation Review: Informing and Inspiring Leaders of Social Change. Accessed September 4, 2019.

https://ssir.org/articles/entry/redefining_education_in_the_developing_world.

⁸ “Sustainable Development Goals.” UNDP. Accessed September 4, 2019. <https://www.undp.org/content/undp/en/home/sustainable-development-goals.html>.

⁹ “Goal 4 :.. Sustainable Development Knowledge Platform.” United Nations. United Nations. Accessed September 4, 2019. <https://sustainabledevelopment.un.org/sdg4>.

¹⁰ “Universal Declaration of Human Rights.” United Nations. United Nations. Accessed September 4, 2019. <https://www.un.org/en/universal-declaration-human-rights/>.

the SDGs. Not only as a basic right that every human being has, education is also very important for development because it encourages the quality of individual health, opens their voices to the domestic and international community, and also creates opportunities and sources of social development, for that reason, this topic become one of the main focus of United Nations in giving assistance to countries needed, included Indonesia.¹¹

As a member of United Nations, Indonesia is no exception. From the very beginning, immediately after the proclamation of independence of a newly independent state named the Republic of Indonesia on 17th August 1945, the state founders were fully aware of the importance of the right to education in Indonesia. They believe that education is one of the most important key vehicles for intellectual development of their citizens and plays an important role in supporting a stronger and more globally competitive Indonesia. This was the reason they put the right to education into the Constitution of the Republic of Indonesia on Chapter XIII article 31.¹²

For over six decades Indonesia has been trying to provide educational services for the citizens. Despite great regional disparity which limits access to quality education for most of its citizens, Indonesia has made impressive progress on many fronts in the education sector. The government already extended the length of compulsory basic education from 6 years in 1984 to 12 years thirty years

¹¹ "Sustainable Development Begins with Education: How Education Can Contribute to the Proposed Post-2015 Goals," 2014, 15. <https://unesdoc.unesco.org/ark:/48223/pf0000230508>.

¹² "The 1945 Constitution of the Republic of Indonesia." Accessed September 4, 2019. https://www.ilo.org/wcmsp5/groups/public/---ed_protect/---protrav/---ilo_aids/documents/legaldocument/wcms_174556.pdf.

later. Unfortunately, even though there are significant signs of progresses today compared to decades ago, Indonesia still faces difficulties to provide educational services for all citizens of Indonesia, especially in rural parts of Indonesia and also struggles to provide inclusive, high-quality education to its citizens. Which means, this issue could obstruct Indonesia's ambitious goals for its social and economic development as one of the major economies of Southeast Asia. Moreover, per 1 January 2016, the ASEAN Economic Community (AEC) came into effect that allows the free flow of goods, services, investment, and skilled labour as well as the freer flow of capital. This free trade area forces the Indonesia human capital to become more skilful and fully trained, otherwise the competition will be dominated by most proper country and unfortunately, the quality of human resources in Indonesia relatively low, there is a concern that Indonesia merely becomes a consumer and it would bring disadvantage to the country. One of the solution to this issue is improving the quality of human resources through education to increase country's competitiveness. That is why until now, the government still working on this issue to provide education to all citizens adequately especially for twelve years of compulsory education which consists of six years at elementary level and three years each at middle and high school levels.¹³

Fortunately, United Nations realized that defending children's rights throughout their lives requires a global presence, aiming to produce results and understand their effects. Because of that, to reach the ambitious goal of United

¹³ "Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 80 Tahun 2013," June 25, 2013. https://kelembagaan.ristekdikti.go.id/wp-content/uploads/2016/11/permen_tahun2013_nomor80.pdf.

Nations especially for children, United Nations created United Nations Children's Emergency Fund (UNICEF) in 1946 in order to overcome the obstacles that poverty, violence, disease and discrimination place for children. UNICEF has an objective and vision to ensure that all children – no matter of their gender, ethnicity, socioeconomic background or circumstance – realise their right to quality education. To that end, UNICEF supports innovative programs and initiatives that focus on the world's most excluded and vulnerable children, especially in developing countries. UNICEF support and work hand in hand with the governments, communities and parents to develop the capacities and skills they need to fulfil their obligations to children which also includes the right of all children to free, compulsory quality education and even throughout a humanitarian crisis, in fragile and unstable conditions and also the recovery period after a crisis or that may occur in certain country.¹⁴

With the urgency and importance of the quality of education in Indonesia, the need of non-state actor involvement is significant in order to maximize the output of government effort in improving education and also to reach SDG number 4 that has been global goals. Fortunately, Indonesia and UNICEF relation already tied since 1948, emergency assistance was given by UNICEF for the first time in Lombok to prevent famine caused by severe drought in the island and two years later, in 1950, the first formal agreement was signed between UNICEF and the Government of Indonesia.¹⁵ And until 2019, UNICEF being very wholehearted to

¹⁴ "UNICEF." UNICEF | Educate a Child. Accessed September 4, 2019. <https://educateachild.org/our-partners-projects/partner/unicef>.

¹⁵ "A Chronological Summary of Unicef History in Indonesia." *UNICEF INDONESIA*, December 15, 2012. Accessed September 4, 2019.

provide learning opportunities that begin in early childhood and prepare every child with the knowledge and skills needed to thrive.

Seeing the situation that happened in Indonesia related with education quality and right, it is really important to examine the cooperation between Indonesian Government and UNICEF in achieving SDGs on quality education in the level of elementary, junior and secondary education as basic education, because we cannot deny the fact that although technical solutions for promoting education are valuable, political drive is essential which means legal cooperation between Indonesian government and international organizations played a major role. Without the political will to implement a significant number of reforms, the objective of SDGs cannot be achieved at the national level. Looking at the contribution and efforts done by UNICEF especially in education sector in , it is really interesting to examine this issue especially by highlighting the cooperation between them.

1.2 Research Question

The improvement of quality education in Indonesia, especially for children is very crucial because it is the foundation for becoming adults that contribute to the economy, a sustainable environment and socially cohesive society. Unfortunately, in fact, there are a lot of factors that hamper the improvement of quality education in Indonesia. Indonesian government is still working hard on this issue in order to fulfil the rights of the children to obtain a proper education. Therefore, this

research will focus on quality education in the level of elementary, junior and secondary education as basic education and highlights the following questions:

- 1.2.1. What are the interests of UNICEF and Indonesian Government in achieving SDGs on quality education?
- 1.2.2. What are the efforts of UNICEF and Indonesian Government in achieving SDGs on quality education?

1.3 Research Objectives

The importance of education had becomes an international focus especially for UNICEF, that is why in 2015, they made global goals, known as SDGs, and education become one of the 17 goals in it. They want to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. However, education condition in Indonesia is still far from perfect, looking at the fact that not all children in Indonesia already got access to education and the quality also inadequate. Because of that fact, Indonesia really needs UNICEF involvement to solve this issue and achieve SDG number 4 on quality education. Therefore, the aims of this research will be:

- 1.3.1. To identify the objective of Indonesian Government and UNICEF in achieving SDG on quality education in Indonesia
- 1.3.2. To further examine the cooperation between both parties to achieve quality education in Indonesia.

1.4 Significance of the Research

Education is one of the most fundamental things in life especially for children, they have the right to get the opportunity to inclusive and equitable quality education. By discovering the reason why education condition in Indonesia is still far from perfect will provide an insight on Indonesian government effort in improving the quality of education in Indonesia and it also gives valuable new contribution for understanding the nature of education in Indonesia, what's wrong with Indonesian education situation and the significance of cooperation between local government and UNICEF in improving education quality that has been domestic issue since decades.

Moreover, this topic also has an aim to contribute to the development of policy on education, so the government will also be beneficial in gaining references in policy and decision making either on domestic scale or also international scale in addressing this problem. This purpose is in line with efforts to solve the problems of education in Indonesia since the issue is really urgent and actually one of the main root of other problems that happened in the country.

Therefore, by examining education in Indonesia and also the cooperation between the government and UNICEF, it is expected that International Relations students would be able to have a deeper understanding of the issue itself, the role of international organization and also the dynamic of government and international organization to cooperate in order to tackle issue in certain country, since international organization is one of the most important actor in international relations.

Nonetheless, this issue is also important for other people who may not learned about International Relations because by gaining an understanding of the condition of education in Indonesia, these individuals would also be more aware to the issue since this situation is crucial for the development of Indonesia and it will enrich the public knowledge regarding the situation. In addition, this topic will also enrich the knowledge in social science, especially in international relations fields. Thus, it is expected that this project will be beneficial, not only among the students of social sciences, but also among the general public.

1.5 Research Outlines

This thesis will be written in five chapters, consist of:

Chapter 1 : The first chapter will discuss about the background of the issue of education that being a part of human right especially in the case of Indonesia. The involvement of international organization through SDGs on this education issue also explained briefly in this chapter. In addition to the introduction of the issue of this research, chapter 1 also contain the research questions, research objectives, research significant that are needed to complete this research, along with the outlines of this thesis from chapter 1 until chapter 5.

Chapter 2 : The second chapter of the research discussed about the theoretical framework that consists of literature review, that contained various books and journals that discussed the topic of education especially in Indonesia, UNICEF contributions towards the issue and SDGs

on quality education. Moreover, this chapter also contains about the concepts and theory of International Relations that able to provide more insights and perspectives for the researcher regarding the issue being discussed, which those ideas would be used later in analysing this research.

Chapter 3 : The third chapter explained about things related to how and what method being used by the researcher. It also consists the procedure and technique of collecting information or data for this research, as well as the steps and method for processing and analysing data, which based on the qualitative method that being used by the researcher in writing this thesis.

Chapter 4 : The fourth chapter is the highlight of this research, as this chapter analyses and presents all the data and information collected regarding the Indonesian Government and UNICEF efforts in achieving SDGs on quality education according to the framework explained in chapter two, and the discussion would be written based on the method that explained in chapter three. In addition, the answers of the research questions regarding their cooperation and objective also consisted in this chapter.

Chapter 5 : The last chapter consist of the conclusion of the research regarding the cooperation between Indonesian Government and UNICEF in achieving SDGs on quality education which had been discussed in previous chapters. This chapter also consists

recommendations from the researcher for future studies and recommendations that Indonesian government and international organizations can adopt to further optimizing the achievement of SDGs on quality education.

